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ABSTRACT

This document describes the efforts of Mountain Empire Community College to develop better ways of informing students of college opportunities, and reviews the philosophical and ethical concerns underlying the need for better educational consumer information. Analysis indicated that students needed better information about the nature of college programs and on the types of jobs or potential for success at transfer institutions that graduates could expect. In particular, detailed information on entry-level salaries and salary ranges, opportunities for advancement, aptitude requirements, associated life styles, and local, state, and national job outlooks for each occupational program were required. Follow-up survey instruments for employed and transferred graduates and for employers of graduates had to be revised to gather necessary data, and faculty had to produce carefully detailed course and program descriptions. Outside editorial assistance was required to produce the 15 program brochures resulting from the project. Ways in which the project benefitted the college as well as the students, general areas of concern, and specific problems encountered (such as dealing with faculty, survey administration, and dealing with unflattering information) are discussed. Recommendations for other institutions developing consumer information products and copies of the data-gathering instruments complete the document. (JDS)

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ED 136896

BETTER INFORMATION FOR STUDENT CHOICE

MOUNTAIN EMPIRE COMMUNITY COLLEGE

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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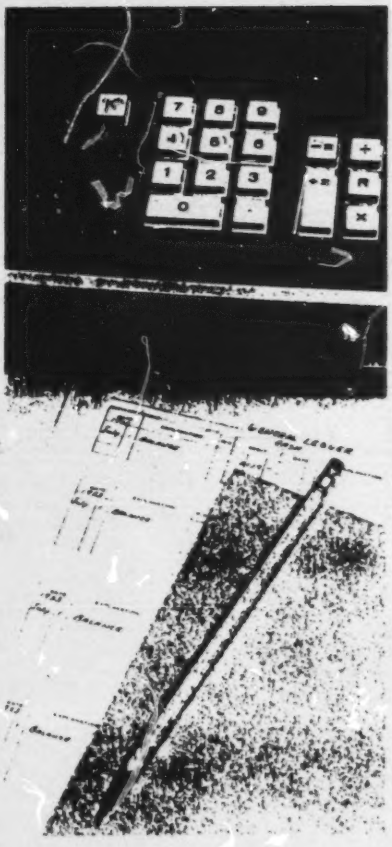

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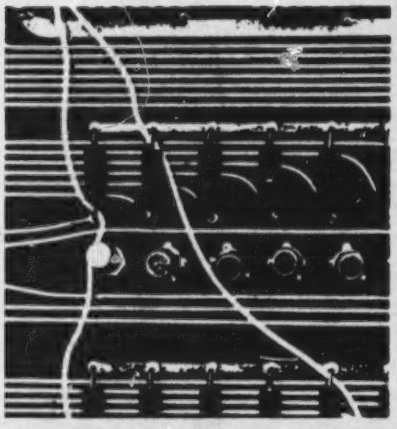

JC 770 236

Prepared by

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Mountain Empire Community College is a member of the Virginia Community College System

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4/77

Approximately two years ago the President and Dean of Student Services at Mountain Empire Community College reached the conclusion that the information provided to prospective and enrolled students was inadequate. The information was often vague or emotional and told little about what students who attended the college could expect upon completing their chosen program. However, while deemed inadequate, Mountain Empire's public information program was probably more typical than atypical of information programs in community colleges throughout the nation.

Mountain Empire Community College (MECC), which is presently in its fifth year of operation, is a publicly-supported comprehensive postsecondary institution which offers courses and programs extending through the first two years of college. As a member of the Virginia Community College System, MECC serves the extreme southwestern portion of the state of Virginia. The college's service region is a rural, mountainous area covering some 1,400 square miles. Small towns and one small city are located along the highways throughout much of the area. Modest family farms, which usually provide only supplementary income in the form of home grown food and "cash crops" such as tobacco and dairy products, abound throughout the region. Small businesses are numerous in the towns which serve as shopping centers for the surrounding area. As with many rural areas, the college's service region has a major industry. In MECC's area the industry is coal.

The population of approximately 88,000 people served by Mountain Empire has a family income well below the average for the state. Moreover, the educational level of the adult population is well below the state average. Outmigration over the past thirty years has reduced the population of the area by almost one-half. The loss of the young has been one of the area's great tragedies. Indeed, the drain of young people from the Appalachian region has hurt not only the region but also the nation, for most people have left their homes ill prepared

to face the life they found in Cleveland, Detroit or any number of northern cities. Perhaps a rather unamusing joke best sums up the plight of the young of the area; it states that when young people graduate from high school in Appalachia, "they don't get a diploma, but instead get a road map." The point is that historically many of the youth have not had an opportunity to obtain a postsecondary education.

When MECC first opened its doors, the administrative staff felt that any postsecondary educational opportunities offered by the college would be an improvement over what many people in the area had had in the past. Perhaps this was and is still true. **However, this fact does not relieve the college of the responsibility of providing as much accurate, easily understood, and in-depth information about its programs as it can provide.** On the contrary, in the opinion of the authors of this report, the fact that in the past many citizens of the area had little or no opportunity for postsecondary educational opportunities has **increased** rather than decreased the college's responsibility for providing as much accurate information as feasible.

Commitment

It was determined that if the college were to have a meaningful program of better information for student choice, a number of individuals would need to be involved. The involvement and commitment of top administrators, the college board, faculty members, and those persons who coordinated services such as the college printing facilities, the word processing center, and other areas so necessary to producing information from beginning to end would have to be included. (The brochures which will be discussed later were written, designed, and printed on the college campus by MECC personnel.)

Obviously, the college which decides to revamp its informational program must make a financial commitment to the project. While the initial costs were much greater than those normally associated with the informational program at a college the size of MECC, it is felt that the college can continue much of what was done through the project without additional expenses.

Finally, those persons making decisions regarding attempts to provide students with better information must be committed to the belief that information presented to students is important and that in most cases it can be improved. Without this philosophical commitment, any attempts to provide students with better information are likely to become little more than just other ways for the college to recruit students.

The Fund for the Improvement of Postsecondary Education's National Project I: Better Information for Student Choice

Mountain Empire applied for and received funding in the amount of $23,000 from the Fund for the Improvement of Postsecondary Education (FIPSE) for the purpose of improving the information it provided its constituents. FIPSE wanted to know such things as what job opportunities exist for students who attend a certain type of program or institution, the cost of the program, and what is likely to happen to a person if they attend a certain type of institution. In essence, FIPSE asked and MECC has tried to answer some of the questions that prospective and enrolled students might need answers to before and during their tenure at Mountain Empire. In our opinion, the result has been that MECC has provided better information for student choice, although the process is a complicated one and one that is filled with frustrations as well as rewards. Before discussing the process MECC formerly tried to meet the information needs of its population, a short discussion of why better information is needed is in order.

Why Better Information for Student Choice?

It seems ironic that in a day when consumer awareness permeates every level of society and touches upon such diverse products as food dyes, automobiles, and health services that one should even ask why it is necessary to provide better information for students choosing an institution of higher education. Yet with the exception of the pressures exerted by the Federal Government, little has been

done to require or even encourage non-profit postsecondary institutions to provide better information for student choice. This is indeed strange in a nation that has encouraged its colleges and universities to search for and publish the truth in all of their endeavors. Has the time come for educational institutions to disclose more fully the facts to both enrolled and prospective students regarding what those students can and should expect when they choose an institution of higher education? And if so, how can this be accomplished on a national level?

Society and Education

Both philosophically and practically, there are many reasons why institutions of higher education should become more sensitive to their consumer constituency. In essence, society has decreed that all individuals who desire and can benefit from it may participate in some form of postsecondary education. Since society, as well as the individual, finances the endeavor and hence is viewed as a consumer of higher education, it is only natural that society should expect and in fact demand certain things from the educational process. These demands in the past have manifested themselves through the demand for accountability--a many faceted, catch-all word that has been used to fit various situations at various times and places. One of the latest facets of the accountability issue has taken the form of consumerism in higher education--and here there is no attempt to draw the parallel between the consumer in the marketplace and the consumer of higher education **other** than to say that each type of consumer should be provided with accurate, up-to-date information.

Do postsecondary educational institutions intend to cheat students? In most cases, the answer is no--not overtly. Yet students are being "cheated" if they are led to expect more from an institution than that institution can deliver. It is important to note that while many institutions sincerely believe that what they publish in their catalogs and other public information documents is accurate, **the fact of the matter is that many statements regarding what an education at a given institution can do for an individual cannot be determined to be either true or false**. Rather, the material generally consists of undocumented and untested statements.

The individual institution that wishes to provide better information for student choice may find itself in a vulnerable position in the student marketplace if other institutions refuse to provide the same type of information. The institution that recommends to a large number of students that they might be better off at another institution may find enrollments down and therefore funding sources even more limited. However, if institutions join together to present a more accurate picture of what the national scene in higher education consists of, it would be possible to bring about a better match between students and institutions and therefore utilize their resources more effectively. Hopefully, dropout rates would decline, individual abilities would be more fully utilized, and the nation would move toward a plan that recognizes and promotes both individual and institutional diversity while at the same time allowing students to make a choice based on fact rather than propaganda.

By providing better information for student choice, America can take a major step forward in assuring that diversity in higher education is fostered. Many high school students (and in fact many college graduates) simply do not understand what a liberal arts education consists of or why one is valuable. Watergate and other national issues have shown the need for a system of education that emphasizes the teaching of philosophy as well as engineering, the teaching of literature as well as agriculture. But students need to know what is likely to happen to them if they choose a certain field of study or a certain institution, or in fact decide not to attend any type of postsecondary institution.

Of all the potential consumers of postsecondary education, perhaps the ones who are in the most unfortunate position are those who feel they have no chance to exercise their right to an education. While some recent high school graduates fall into this class (especially those from the lower socio-economic classes), the vast majority of those who feel they have no choice are adults who for one reason or another have never considered education as a viable option to their present life style. For too long rural America has tended to close the door of educational opportunity to the housewife; for too long urban America has kept the blue collar worker locked into a job chosen early in life; and for too long higher education

has ignored these and similar segments of society in its attempts to serve the recent high school graduate. Does higher education have an obligation to serve the adults who, in reality, present a special case as higher education attempts to present better information for student choice? One would hope so.

Information and Access

Better information regarding student choice is needed in regard to admission standards versus success rate once a student is admitted. For example, if a student falls within a certain range on test scores and has certain high school grades, and the institution can document that students within this range of achievement have little or no chance of success at the particular institution, the student should be made aware of this fact. It is simply not enough to admit students--they must have a reasonable chance of success if the institution is to avoid wasting the resources of the student, the university, and society.

A prominent area where institutions of higher education fail to provide adequate information is in the area of financial aid, actual student costs, and the economic sacrifice one incurs when earning power is foregone in favor of postsecondary education. Remembering that education represents an economic investment on the part of the society of which the student is a part, one should determine just what a student is investing in education.

All obligations attached to receipt of money should be revealed. If financial aid is in the form of a loan, this should be made clear to the student and the repayment schedule should be known before the student takes the money. If an institution has "hidden charges" in the form of certain fees, these must be explained fully before the student enrolls. If students can earn as much with high school training in such areas as secretarial science as they can earn after receiving a two-year degree in the subject, this should be made known. Economics should not be the primary consideration when one contemplates education beyond high school; however, it should be a consideration.

The Demand for Better Information

Better information for student choice is being demanded by state legislators, legislative study commissions, and various other groups which are "auditing" how the tax dollar is being utilized by educators. The day is either dead or dying in most areas of the nation whereby the legislator (state and national) is willing to continue to vote tax appropriations for educational services without knowing what the money will be used for. Duplication of services is coming under fire at the local, state, and in some cases the national level. If student choice means no choice in regard to programs of study, it is highly unlikely that tax dollars will continue to flow where the duplication of efforts is obvious. Better information for student choice means better information will be available for the use of tax dollars, existing physical resources, human resources--both employees of institutions and students--and for society's expenditure of funds. America can no longer afford to ignore the fact that the tax dollar is being used to "buy the same service twice." Duplication must be examined and, where possible, eliminated.

The process of producing and providing more accurate information should not be a threat once the higher education community becomes more sensitive to the needs of the students. When this happens, better information can be included in all publications, in short- and long-range planning, and more importantly, better information for student choice can become a foundation on which to build both philosophical and practical concepts that will allow higher education to maintain its leadership role as our nation prepares for its third century.

Implementation of MECC's National Project I FIPSE Grant 1975-76

When preparing the proposal for the MECC National Project I grant, the writers were aware that the institution had been, as mentioned earlier, providing rather typical stereotyped information to its constituents. The actual task of determining what specifically would constitute "better information" about MECC and how that information could best be obtained and disseminated was, however, significantly more complicated than anyone anticipated.

Initially, the institution employed a project director who worked closely with the President and the Dean of Student Services for twelve months. In the preliminary stages, the Project Director found it necessary to do the following:

1. assess the current information provided for prospective and currently enrolled students;
2. closely examine the public information network in practice, not as it existed on paper;
3. talk with administrators, faculty, staff, and currently enrolled and prospective students to determine their perceptions of what the MECC public information program has been and should be;
4. determine the extent of the resources available throughout the institution.

Information Needs: The Process

During the early stages, the Project Director determined that numerous individuals at the institution were concerned about the information the institution was providing. The results of a preliminary analysis supported the contentions included in the FIPSE proposal which indicated that students attending MECC needed more information about the following items:

- The nature of individual programs at the college and the types of jobs graduates could expect upon completion of each program as well as the following employment information:

  Detailed job descriptions--average entry-level salaries; average salaries and salary ranges after two years on the job; and average salaries and salary ranges after five years on the job.

  Opportunities for advancement based on the career ladder concept--specified requirements for advancement. How rapidly will advancement occur? How far can one advance in various types of positions?

  Minimum educational requirements for job entry.

  Desired educational requirements for advancement.

  Educational opportunities available in the area for both job-entry and skill improvements.

General aptitude requirements for getting and keeping a job.

Life styles on the job.

Long range projections for continued and future employment--job forecasts for the next five years.

Mobility factor associated with the job.

Employer's attitudes--toward in-service education, toward people with degrees, toward older people entering the job market.

History of unemployment periods.

Local, regional, state, and national job outlooks.

The Project Director determined that most of the "new information" needed was not readily available at the institution and worked four months gathering information. The preliminary analysis revealed that students selecting a major or program at the college needed an accurate, detailed description of what the program entailed. This type of information was obtained, for the most part, from the faculty members most closely associated with each program. The Project Director spent hours with small groups of faculty members and students in an attempt to develop a revealing and accurate description of each program offered at the college. In the occupational-technical area, for example, faculty members stressed the importance of listing the typical duties and responsibilities assigned to individuals employed in the particular occupation being described.

Faculty members responded favorably to being involved in a process designed to provide students with more accurate and more meaningful information about the various programs at the college. Several individuals who were involved over a period of months indicated that the exercise provided an excellent opportunity for self-study. In a number of cases, published program requirements and college regulations were found to be outdated and, as a result, were revised to meet more current student needs. The assignment forced the faculty members involved to consider carefully and to evaluate the nature and sequence of program offerings.

While information concerning programs offered at the college was available on campus, the outcome information concerning what happens to students once

they leave the institution was much more difficult to obtain. The project Director was determined not to duplicate existing efforts, so time was spent reviewing and analyzing the information which was currently being obtained by the Coordinator of Cooperative Education and Placement. (MECC does not have a Director of Institutional Research.) After numerous meetings, a decision was made to alter the forms currently used to conduct placement and follow-up studies in order to obtain much of the needed additional information.

Three separate forms were developed and utilized. (See Addendums I, II, and III.) One form was designed to solicit information from employers of MECC graduates and to determine projected manpower needs in various employment fields.

Two other forms were designed to gather information about graduates. A college-transfer follow-up form was designed to gather as much information as possible from graduates who transfer to four-year colleges and universities. The form assists MECC in determining how successful the two-year transfer graduates are at the four-year institution and how helpful their education at MECC was.

All three forms contain a number of very specific short-answer questions as well as several open-ended questions. While there was considerable concern that the forms were too lengthy, the Project Director, with the assistance of the Coordinator of Cooperative Education and Placement, was highly successful in getting the forms completed.

However, extensive follow-up work was necessary and in many instances the Coordinator of Cooperative Education and Placement went to the appropriate individuals and, with their assistance, completed the forms. In other cases, the secretary for Cooperative Education and Placement called the students and employers and completed the forms by phone. The Project Director did not encounter resistance to the forms; rather people simply failed to return them. A considerable amount of time and effort went into this phase of the project to assure that the data would be representative of a large segment of the student and employer populations.

When the forms were completed and returned, the Project Director and other members of the Student Services staff analyzed the data and determined what information was most appropriate and would best meet the information needs which were revealed in the preliminary phase of the FIPSE project.

Developing the Program Brochures

Due to the fact that MECC is a comprehensive college with a large number of diversified program offerings in relation to its size, the decision was made to develop a set of 15 program brochures. These brochures (see inside front cover for a sample brochure) incorporate the results of the two major efforts described--the institutional effort to explain better the available options and the extensive data collection in the area of outcome information. Incidentally, the format for the brochures was decided after a great deal of deliberation. The Project Director, after consulting numerous faculty members, students, area high school guidance counselors and others, concluded that a question-answer format which presented data as simply and directly as possible would be most appropriate for the prospective and currently enrolled students served by MECC. The college made an effort to avoid statements involving subjective judgments about the institution and its offerings and virtually eliminated all vague and relatively meaningless statements from the brochures. Whenever possible, the information included in the brochures has been verified. All survey forms and tabulated results are on record in the Student Services Office.

Once the format was agreed upon, one of the most frustrating aspects of the project was in producing the final copy. The writers had a wealth of data which was extremely difficult to convert into meaningful information for prospective and currently enrolled students. It was also difficult to strike a feasible balance between providing facts and statistics and providing copy which could and would be read and digested by students.

While internal proofreading is critical, MECC also discovered that it was necessary to seek outside editorial assistance. Individuals within the institution were so close to the situation and the information that they tended to overlook

mistakes or omit important information elements--taking for granted that people knew them. The outside editor, for example, noted that the MECC catalog states in numerous places that students must "demonstrate proficiency" in certain subject areas before they can enroll in certain courses. Yet, no one within the institution could define what constituted proficiency. The statement was subsequently excluded from all publications because it was meaningless--even worse, it was interpreted in various ways. An external reader tends to be more objective and is often able to spot information which is unclear or meaningless much more readily than internal proofreaders.

While the preparation of the brochures was a long, involved process, in retrospect it is now clear that the most difficult aspect of the project was in the coordination of the many individuals and institutional resources required to achieve the desired results. **Isolated information, no matter how accurate and meaningful, cannot reach its full potential until it is integrated into the total informational program.** Once the coordination is achieved, the institution has taken a major step toward providing "better information for student choice."

Results of the Project

- We found that we were revealing certain types of information we had not published in the past. For example, we are now informing students of the cost of the individual programs, placement of graduates, job satisfaction of graduates, employer satisfaction with graduates, starting salaries, employment opportunities, and the availability and types of student financial aid. As a result, both prospective and enrolled students will have a clearer idea of what to expect and what not to expect from their educational experience at MECC. We feel that this type of information is more helpful to students than information we have provided in the past.
- Hopefully, providing students with better information will bring about a better match between high school graduates and postsecondary opportunities, including but not limited to, those opportunities offered by postsecondary educational institutions. This should result in better utilization of the nation's human and financial resources. Moreover, if we can offer students better information which will result in a better "match" for them and their talents, they should be less frustrated.

- The process of examining an informational program is an excellent opportunity to take a good look at an institution. This look goes beyond what the institution does even for the accrediting process.
- A very important result has been that we now have procedures for gathering on a regular basis information which we feel will better serve our prospective and enrolled students.
- Our desire to establish fair practices in disclosing what we are as an institution involved the Dean of Student Services, Dean of Instruction, and President in a close working relationship on a project that in the past would have been handled by a public information person.
- We quickly discovered that we did not know as much about our institution as we thought we did--or at least what we did know was not being effectively communicated internally, much less externally.
- Every faculty member and administrator is now more aware of how important it is to deal with students as honestly as possible.
- We began to ask questions about what type of information we were presenting to our constituents--both enrolled and prospective. This questioning period brought about a keen awareness of the type and accuracy of information we released to the public. Material, which at one time would have been released routinely, is now looked at closely and often returned to the initiator for correction or clarification. This includes news releases as well as brochures.
- We have found that guidance counselors, teachers, and students like the kind of information we are now presenting. In fact, the information on the local employment outlook has caused some high school faculty members and guidance counselors who in the past did not recommend our college to students to reexamine MECC.
- We have established closer ties with local businesses and industries as a result of our attempt to gather certain types of information for our students. Furthermore, it was discovered that local businesses and industries could also benefit from this information.

Areas of Concern

- The task of getting an adequate and accurate description of each program prepared by faculty members with expertise in the field took a great deal of time and was, at times, a frustrating assignment. Faculty members who were extremely well-versed in their own subject area were often not sensitive to the restraints imposed when publishing a

great deal of information in a relatively small amount of space. Moreover, they tended to be insensitive to the fact that an overall unified style had to be developed. Consequently, it became necessary to delegate the responsibility of writing and editing copy to selected individuals.

- A major frustration was how to present the information gathered. This is a key factor in determining whether or not an institution is using "fair practices" in meeting the needs of its students. In fact, if we are serious about fair practices in relation to the student consumer, an area of concern must be how the information is presented, i. e., format, language, etc.

- We were cautious, as we well might have been, in approaching employers on such subjects as working conditions, promotions, and job satisfaction of employees. When we started to survey business and industries, we found that they did not have the type of information we were seeking. For example, few industries made long-range forecasts regarding future employment needs. Moreover, the businesses and industries were not anxious to gather the type of information we felt we needed in order to inform our students better.

- Although we knew that our information program was not adequate, we did not know what was wrong with it. We not only did not know the answers, we did not even know the questions. Since no institutional public information program can be improved overnight, it would be wise to begin with selected target areas within the institution. Each institution will have to spend considerable time determining which questions will provide information most appropriate to the needs of its students.

- A major area of concern involves handling information which is not favorable to the institution. The data may reveal that the college is doing certain things it should not be doing or is not doing certain things it should be doing. Unfavorable information about the institution may challenge the college's stated mission and force major policy decisions. While the college is committed to providing better information, common sense dictates that total disclosure is not always advisable. A balance must be maintained between the interests of the individual student and the college.

- The process of providing better information cuts across almost every area of the college; therefore, it is not a process that is administratively clean. This must be understood and dealt with in a positive fashion.

Recommendations

- A better information effort requires that the individual in charge of gathering and disseminating information has the authority to make decisions. This means the individual must have access to key institutional personnel and resources.
- As suggested earlier, it is recommended that editorial assistance be sought from outside the college.
- If colleges are to be able to inform their students in a fair manner, it is important to have a liaison person who is not only familiar with the college's programs but who is also familiar with the world of business and industry.
- Better information concerning "life styles on the job" should be provided. For example, at our institution we have several programs dealing with the coal mining industry, yet we have not done an adequate job of informing our enrolled and prospective students of the inherent dangers ("black lung," for example) of coal mining.
- Institutions need to determine what a degree means in terms of starting salary, professional development, professional and personal satisfaction and other job-related and life-related activities. If a student can graduate from a high school commercial program, can that student do as well on the job as a graduate of a two-year degree program in secretarial science? Are the two years of lost income and other expenses associated with attending college worthwhile?
- We must look more carefully at statistics. Do they say to the public what they say to the statistician? Misleading or confusing information is often bad information.
- While MECC did not directly focus on this problem, a major question that has not been answered concerns the attitude toward older people entering the job market. Can we continue to promote life-long learning with the promise that new skills mean new job opportunities, when indeed colleges simply do not have enough evidence to support this argument?

QUESTIONNAIRE FOR EMPLOYERS
of
GRADUATES OF MOUNTAIN EMPIRE COMMUNITY COLLEGE

1. Number of MECC graduates currently employed _____

2. In what capacities? _____

_____

_____

3. Do you find these graduates adequately trained? ____ Yes ____ No If not, please explain. _____

_____

4. In your opinion, were the students adequately prepared at MECC? _____ Yes _____ No

If not, please indicate areas of deficiency. _____

_____

_____

5. Would you re-employ graduates from Mountain Empire Community College? ____ Yes ____ No

If not, please explain. _____

_____

_____

6. Would you recommend MECC graduates to other employers? ____ Yes ____ No

If not, please explain. _____

_____

_____

7. Do MECC graduates display a positive attitude on the job? ____ Yes ____ No

If not, please explain. _____

_____

_____

8. Are MECC students sufficiently motivated? ____ Yes ____ No If not, please explain. _____

_____

_____

9. Are Mountain Empire Community College students advancing in your organization? For example, are they promoted?

_____ Yes _____ No

If not, please explain. _____

_____

_____

10. Do you have any suggestions for additions or deletion to the curricula at Mountain Empire Community College based upon your experience with our graduates?

_____

_____

_____

_____

_____

_____

_____

_____

11. According to your present employment figures, could you predict what your future employment needs might be? Be as specific as possible, but any estimate will help. If possible, list the areas of employment (i.e. accounting, secretarial, mining, nursing, etc.)

_____

_____

_____

_____

_____

Questionnaire for Graduates of MOUNTAIN EMPIRE COMMUNITY COLLEGE Now Working

1. Working: Name _____

   a.) Part-time _____ Full-time _____

   _____
   Name of Employer

   _____
   City, State Type of Business

   _____
   Your Position

   b.) Did college prepare you for your job? _____ Yes _____ No

   c.) If not employed, are you looking for a job? _____ Yes _____ No

   d.) How long have you been unemployed? _____

2. Did courses at Mountain Empire Community College help you:

	Yes	No
a) Obtain your job	_____	_____
b) Perform your job	_____	_____
c) Advance on the job	_____	_____

3. Have you changed your occupation because of your work at Mountain Empire Community College?

   _____ Yes _____ No If yes, former occupation: _____

4. Have courses at Mountain Empire Community College contributed to your effectiveness in your present occupation? _____ No _____ To some degree _____ Significantly

   Explain. _____

5. Are you going to school part-time? _____ Yes _____ No

6. Do you feel that because of your course work at Mountain Empire Community College, better opportunities will be available to you in your career field in the future?

   _____ No _____ To some degree _____ To a great degree Explain. _____

   _____

7. My salary for full-time job is: (optional - feel free to omit this information. This information, however, is **strictly confidential** and would help us in our future planning.)

   _____ $75-$100 per week
   _____ $101-$125 per week
   _____ $126-$150 per week
   _____ $151-$175 per week
   _____ Over $175 per week

8. Is your job
   _____ directly related to your major at Mountain Empire Community College?
   _____ somewhat related to your major at Mountain Empire Community College?
   _____ unrelated to your major at Mountain Empire Community College?

9. Which of the following helped you most in securing your present job?
   _____ a) Parents, friends, relatives
   _____ b) Mountain Empire Community College Placement Office
   _____ c) Employment Agency
   _____ d) Other (please explain) _____
   _____

10. Which of the following helped you most in making your educational and vocational plans?
   _____ a) Parents, friends, relatives
   _____ b) Teacher
   _____ c) Counselor
   _____ d) Other: _____

11. Do you plan to make a career of your present occupation?
   _____ Yes _____ No If not, why? _____
   _____

12. Work status:
   _____ a) Employed full-time
   _____ b) Employed part-time
   _____ c) Self-employed
   _____ d) Unemployed, seeking work
   _____ e) Unemployed, not seeking work

13. How would you evaluate the training you had at Mountain Empire Community College as it relates to to your job? (Check one) _____ Excellent _____ Good _____ Adequate _____ Poor

14. How many jobs have you held since graduation? _____

15. What are your plans for further education in the future? Will you:
   _____ a) Return to Mountain Empire Community College?
   _____ b) Attend another community college or college?
   _____ c) Attend a techincal or vocational school?
   _____ d) Have no plans for further education?

16. Have you advanced in your career field since leaving Mountain Empire Community College?
   _____ Yes _____ No If yes, in what way? _____
   _____

17. Please list the positions you have held since leaving Mountain Empire Community College?

	Dates of Employment	Names & Addresses of Firm or Employer	Type of work done Reason for Leaving	Monthly Salary *(Strictly Confidential)*
1.	From _____	_____	_____	_____
	To _____	_____	_____	_____
2.	From _____	_____	_____	_____
	To _____	_____	_____	_____

18. If you are now working full-time, indicate what type of work you are doing.

_____ a) Industrial
_____ b) Business
_____ c) Sales
_____ d) Professional
_____ e) Self-employed
_____ f) Other _____

19. Is your present employment a continuation of a Co-op job held in college?
_____ Yes _____ No

If so, has your Co-op experience helped you in your current work situation? _____ Yes _____ No

If yes, in what ways? _____

20. Could you have achieved your present job without your training at Mountain Empire Community College?
_____ Yes _____ Possibly _____ No _____ Don't know

21. To what extent have you made use of the training you had at Mountain Empire Community College?
_____ Considerable use _____ Moderate use _____ Very little use

22. Have you had any military service? _____ Yes _____ No Branch _____

Your classification & your duties _____

23. Was military service completed before graduation from Mountain Empire Community College?
_____ Yes _____ No

24. Are you presently in the military service? _____ Yes _____ No Branch _____

25. How would you evaluate the overall training which you had in your Mountain Empire Community College occupational courses? _____ Excellent _____ Good _____ Fair _____ Poor

26. Which of your occupational courses at Mountain Empire Community College have been most helpful to you for job preparation? _____

_____

27. Which course(s) at Mountain Empire Community College, if any, have been of little benefit to you and why? _____

_____

28. Which course(s) that you did not have would have helped in your work since leaving college?

_____

29. What suggestions do you have to offer for improvement of the occupational training offered at Mountain Empire Community College? *(Be Specific)* _____

_____

_____

_____

_____

Questionnaire for Graduates of MOUNTAIN EMPIRE COMMUNITY COLLEGE Attending Transfer Institutions

Name _____ (_____)
married name if applicable

Year of Graduation _____ Curriculum _____

1975 - 1976 GRADUATE FOLLOW-UP STUDY

Permanent address (if different from that on envelope) _____

PRESENT STATUS

1. What are your present educational goals?
   - _____ a) I am currently enrolled full-time in a college or university.
   - _____ b) I am currently enrolled part-time in a college or university.
   - _____ c) I plan within the next year to return to college.
   - _____ d) I plan to return to college someday.
   - _____ e) I am currently enrolled in a specific training program.
   - _____ f) I have no plans at present to continue my education.
   - _____ g) My educational plans are unknown at this point.

EDUCATION

(Please complete this section **only** if you are enrolled full-time in a college or university; otherwise skip this section).

2. In which college or university are you currently enrolled?

   _____

3. Which of the following best describes your status? (please check only one)
   - _____ a) Junior
   - _____ b) Senior
   - _____ c) Graduate school
   - _____ d) Professional school
   - _____ e) Other (please specify) _____

4. What is your major field of study? (please check only one)
   - _____ a) Agriculture & Conservation
   - _____ b) Architecture
   - _____ c) Biological and Health Science
   - _____ d) Business
   - _____ e) Education
   - _____ f) Engineering
   - _____ g) English-Speech-Literature
   - _____ h) Home Economics
   - _____ i) Humanities (Arts, Music, Drama)
   - _____ j) Journalism
   - _____ k) Languages
   - _____ l) Law
   - _____ m) Math or Physical Sciences
   - _____ n) Social Sciences
   - _____ o) Other (please specify) _____

5. How related is your present major to your curriculum at Mountain Empire Community College?

_____ a) They are identical
_____ b) They are closely related
_____ c) They are somewhat related
_____ d) They are not related

6. What is your approximate cumulative grade point average at the college you are now attending? (Please indicate if it is **not** based on a 4.0 scale).

_____ 3.5 - 4.0
_____ 3.0 - 3.49
_____ 2.5 - 2.99
_____ 2.0 - 2.49
_____ below 2.00

EVALUATION OF MECC

7. Please rate the following aspects of MECC as you knew them. Place the appropriate number on the blank preceding each aspect.

1. Excellent or superior
2. Good or above average
3. Average
4. Below Average

Please mark (X) if you have no basis for rating the aspects).

_____ Teaching Faculty
_____ Student-Teacher Relations
_____ Learning Atmosphere
_____ Fellow Students
_____ Administration
_____ Course Selection
_____ Curriculum Selection
_____ Counseling
_____ Freshman Orientation
_____ Registration and Records
_____ Student Activities
_____ Intramurals
_____ Job Placement
_____ Financial Aid
_____ Food Service
_____ Bookstore
_____ Facilities
_____ Library
_____ Learning Resource Center

Other Comments? _____

_____

8. Have your educational goals been changed because of your experience at MECC. If so, how? _____

_____

9. If you had it to do over again, would you enroll at MECC? _____ Yes _____ No _____ Doubtful

Why? (Please be specific) _____

10. Would you recommend MECC to prospective students? _____ Yes _____ No _____ Doubtful

11. What comments or suggestions for improvement of MECC's transfer program would you make? (Please be specific) _____

_____

_____

_____

_____

UNIVERSITY OF CALIF.
LOS ANGELES
CLEARINGHOUSE FOR
JUNIOR COLLEGES